DOCUMENT RESUME

ED 058 929 PS 005 110

AUTHOR	Kagey, J. Robert
TITLE	The Home-School-Community Systems (H-S-C) for Child Development. End-of-Budget Period Report, July 1970-May 1971.
INSTITUTION	Atlanta Public Schools, Ga.
SPONS AGENCY	National Inst. of Mental Health, Rockville, Md.
PUB DATE	71
NOTE	47p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavioral Objectives; Behavioral Sciences; Child Development; *Curriculum Development; *Early Childhood Education; Inservice Teacher Education; Interpersonal Competence; *Kindergarten Children; Parent Participation; *Primary Grades; Student Teacher Relationship; Summer Workshops
IDENTIFIERS	Home School Community Systems

ABSTRACT

The primary aim of this applied research project is to develop a curriculum package which can be replicated to prevent behavioral disorders that are learned, for all children in kindergarten through third grade. More specific objectives are to: substitute effective for ineffective behavior; increase the child's ability to function happily and well through an improved self-concept; improve interpersonal relationships between children, parents, and teachers by increasing communication skills; develop in children, teachers and parents skill in activating the problem-solving process; learn the relationship between feelings and behavior; involve children in decisions about their own behavior and learning; teach children to give accurate feedback as to their feelings and learning process, so that they can be helped more effectively; and help teachers and parents function more effectively as facilitators of learning. The major thrust of the project during the first year was the initial outline and development of the behavioral science curriculum for children in kindergarten through the third grades. Other activities included the selection of the experimental school and controls; orientation meetings; and development of a summer workshop for project teachers and principals. A detailed plan for evaluating changes in the adjustment of the children involved was completed. (Author/DB)

ED 058929

HOME SCHOOL COMMUNITY SYSTEMS FOR
CHILD DEVELOPMENT

Phone: 874-5771 ATLANTA PUBLIC SCHOOLS 892 Vedado Way, NE

The primary aim of this applied research project, funded by the National Institute for Mental Health, is to develop a curriculum package which can be replicated to prevent behavioral disorders that are learned for all children in kindergarten through third grade.

More specific objectives are:

To substitute effective for ineffective behavior.
To increase the child's ability to function happily and well through an improved self-concept.
To improve interpersonal relationships between children, parents, and teachers by increasing communication skills.
To develop in children, teachers and parents skill in activating the problem-solving process.
To learn the relationship between feelings and behavior.
To involve children in decisions about their own behavior and learning, thus helping them to act responsibly.
To teach children to give accurate feedback as to their feelings and learning process, so that parents and teachers can help them more effectively.
To help teachers and parents function more effectively as facilitators of learning.

It is not: a panacea; sensitivity training; giving children lots of love and attention; a treatment process for children with behavior disorders; a preventive for disorders of a physical or chemical nature.

The curriculum is closely linked with social sciences and language arts based on concepts from psychology, sociology and anthropology. Basic materials are Quincy, Massachusetts School System's Behavioral Sciences Curriculum; Dr. Ralph Ojemann's causal materials; the DUSO Kit (Developing an Understanding of Self and Others); Focus on Self-Stage I, Awareness; Harcourt-Brace Social Sciences Series: Values and Concepts.

PS 005910

Finch and Rock Springs Schools have been selected to implement the program during the school years 1971-72 and 1972-73. Forrest and Garden Hills will assist in research procedures to determine the effectiveness of the program. They will have the opportunity to implement procedures found to be effective.

The Project staff will meet with parents in small groups at times convenient to the parents to explain the program. Videotapes and pictures of classroom stories and discussions will be shown at these meetings.

Effectiveness of the program will be determined by means of several instruments devised to show changes in pupils' attitudes and behavior, administered in all four schools prior to, during, and after the project.

Consultants: Dr. John Wright, Dr. Richard Lyles, Dr. Robert Saxe, and Dr. Douglas Slavin.

Staff: Roxilu K. Bohrer, Coordinator-Director; Betty L. Mapp and Donna Sellen, Coordinators; Jim Applefield and Ty Tidrick, Research Assistants; Jannie Hopson, Secretary.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

THE HOME-SCHOOL-COMMUNITY SYSTEMS (H-S-C) FOR CHILD DEVELOPMENT

End-of-Budget Period Report

July, 1970 - May, 1971

ATLANTA PUBLIC SCHOOLS
RESEARCH AND DEVELOPMENT DIVISION
ATLANTA, GEORGIA

J. Robert Kagey - Research Assistant

PS 005110

TABLE OF CONTENTS

	Page
Introduction	1
Management and Control	2
Process	7
Criteria for Selection of Schools for Home-School-Community Project	8
Diagnosis	10
Communication	11
Budgetary Considerations	12

APPENDIX

Appendix A - Concepts and Materials
- Outline of Behavioral Science Concepts and Corresponding Materials A-1

Appendix B - Curriculum Lessons
- Acceptance of Self B-1
- Happiness, Sadness, Fear, Anger B-3

Appendix C - Summer Workshop
- Introduction C-1
- Goals C-2
- Objectives and Packages for Teachers C-4
- Evaluation C-8
- Workshop Comment Sheet C-10
- Goal Attainment Follow-up Guide C-12

Appendix D - Evaluation Plan
- Objectives and Evaluation Techniques D-1
- Experimental and Control Schools D-3
- Diagram of Pupils, Grades and Comparisons D-4
- Data Collection D-5
- Feedback D-7
- Major Concerns D-8
- Evaluation Schedule D-9

HOME-SCHOOL-COMMUNITY SYSTEMS
FOR CHILD DEVELOPMENT
1970-1971

Introduction

The Home-School-Community Systems for Child Development (H-S-C) has evolved from the concern about the ineffectiveness of remedial approaches in resolving emotional, social and behavioral problems. In contrast to the remedial approach, the H-S-C project is a primary prevention approach aimed at helping "normal" children to cope with the internal and external stresses of daily living. Primary prevention can be defined as a mass attack upon and elimination of the possibility of a disorder before a symptom every occurs. It is assumed that this emphasis on helping children to cope with problems of living before the problems actually occur will prevent the development of emotional, social and behavioral problems.

The classroom seldom functions as the province of a primary prevention program, even though, the classroom environment is where children undergo numerous learning experiences which affect their present and future adjustment. The school does not have an active choice to make in regard to whether it has a psychological impact on children. The school does, however, have a choice as to the degree and kind of impact it may have upon the children.

It appears that the school environment is an ideal place for the development of a primary prevention program. It is axiomatic that a prevention program should begin as early as possible in the life of the individual; therefore, it should be initiated in the primary grades. Also the schools are one of the most influential agencies in the community, perhaps the most influential, since the schools involve all strata of society. Hence a preventive program in the schools has the advantage of reaching all levels of society. It seems evident that schools can be a tremendous asset to the total mental health effort by playing an active role in primary prevention programs.

Based on the preceding rationale the Atlanta Public School System with the support of the National Institute of Mental Health is developing a primary prevention project, the Home-School-Community Systems for Child Development. This is an applied research project which will cover a period of three years.

During this period a curriculum based on concepts from the behavioral science disciplines will be developed and taught to children in kindergarten through the third grade. A curriculum will also be developed to present those concepts to parents which will help them to support and extend the in-school activities and to improve their functioning as parents. The teachers will participate in a summer workshop which will prepare them to teach the behavioral science curriculum. The effect the project will have on improving the children's adjustment will be measured by pre- and post-test scores on behavior rating scales, adjustment-personality tests, and achievement indices.

The following report reviews the progress made on the Home-School-Community (H-S-C) project during the project's first year. The major thrust of the H-S-C project for this year (June 1, 1970 - May 31, 1971) was the initial outline and development of the behavioral science curriculum for children in kidnergarten through the third grades. Also of major importance during this first year was the selection of experimental schools and their matching control schools; extensive orientation meetings with teachers, principals and other school officials; and the development of a summer workshop for the project's teachers and principals. An emphasis was also placed upon the clarification of the following evaluation processes: objectives and evaluation techniques, data collection procedure, analyses of data, and feedback procedures. During the first year plans were also developed to evaluate the effectiveness of the summer workshop in preparing teachers to teach the behavioral science curriculum.

Management and Control

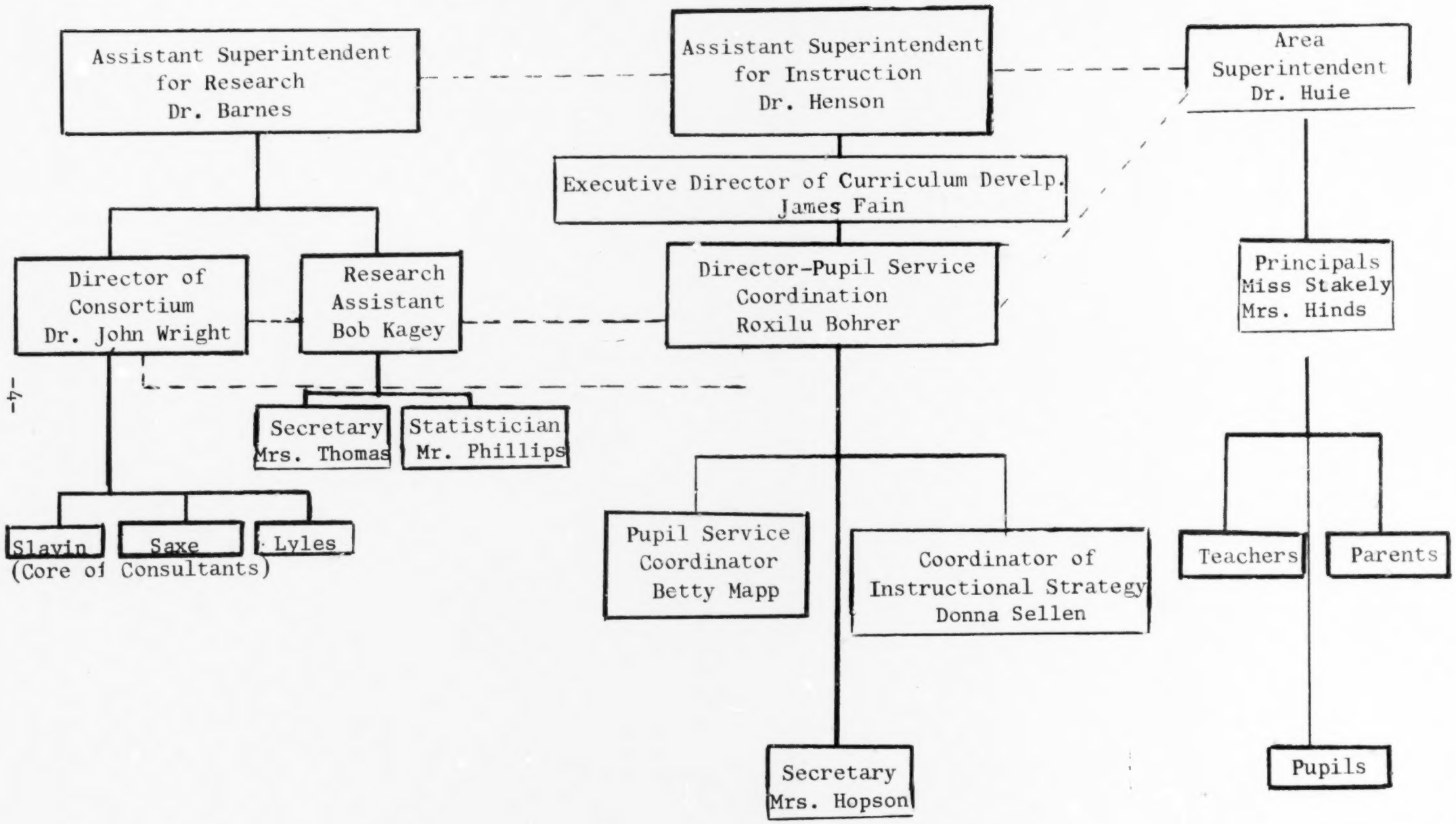
The H-S-C project was funded in June, 1970; however, no active work was begun until much later because of difficulty in staffing the project. The first staff members, Robert Kagey, Research Assistant, and Roxilu Bohrer, Directing Coordinator, were identified in September, 1970. Failure to obtain a Director for the project resulted in the replacement of the Director's position by a consortium directed by Dr. John Wright. The consortium initiated work on the project in November, 1970. In the process of replacing the Director's position, Dr. Jarvis Barnes, Assistant Superintendent for Research and Development, Atlanta Public Schools, was designated the Principal Investigator which was a non-salaried position with a 25% time commitment.

The two remaining coordinator positions were filled by Betty Mapp and Donna Sellen in November, 1970 and February, 1971, respectively. Also, there was a delay of several months before a secretary was hired to work with the coordinators. Finally, all staff positions were filled in February, 1971.

Original plans for the project were to develop the curriculum and train teachers during the summer of 1970 and to present the curriculum to the children in September, 1970. These plans were impossible to implement because of the delay in staffing the project. In retrospect it appears that these plans were impractical since they failed to consider the amount of time it would take to select schools and teachers to participate in the summer workshop. Actually the delay in presenting the curriculum to the children until September, 1971, appears to have been necessary to insure the successful functioning of the H-S-C project. The delay has enabled the staff to spend a much greater amount of time in reviewing behavioral science materials and developing the curriculum, to plan in detail the vital function of evaluation, and perhaps of most importance, to elicit the cooperation of teachers, principals, and other school personnel who will be involved in the project.

The H-S-C project is coordinated among three separate divisions of the Atlanta School System: Research and Development, Instructional, and Area III. The Research and Development Division under the direction of Dr. Barnes is responsible for the project's evaluation, the Instructional Division under the direction of Dr. Henson is responsible for the development of the project, and Area III office is responsible for the implementation of the project. Mrs. Bohrer, operating on a coordinator's salary as opposed to the higher director's salary, has accepted the responsibility of a project director by coordinating activities among the three divisions. Mrs. Bohrer works within the Instructional Division under the direction of Mr. Fain, Executive Director of Curriculum Development. She has administrative responsibility for developing the H-S-C project. The two Coordinators, Mrs. Mapp and Mrs. Sellen, are assisting Mrs. Bohrer in the development of the project. The Research Assistant, Mr. Kagey, is in the Research and Development Division. Mr. Kagey's responsibilities are to evaluate the progress of the project, serve as a communication link between Atlanta Public Schools and the National Institute of Mental Health, and to develop the experimental design for the project. The Organizational Chart on page 4 will clarify the preceding explanation of the organization of the H-S-C staff.

Organizational Chart



Some initial difficulty existed in the clarification of the role of consortium. Originally a very general plan was devised in which the consultants would be assigned to three main curriculum areas and would be responsible for developing behavioral science concepts in thsoe areas. These areas were as follows:

1. Understanding behavior as a function of growth and development.
2. Understanding behavior as a function of intra-psychic or emotional causes.
3. Understanding behavior in terms of social and group processes.

An alternate plan evolved in which the consultants would be assigned to a grade level and develop behavioral science concepts specific to that level. However, since this plan may have resulted in the development of grade specific concepts and curriculum as opposed to the individualization of concepts and curriculum, the plan was rejected. Finally, in March, 1971, a satisfactory plan was developed. This plan clarified the role of the consortium by listing eleven specific tasks:

1. Development of preliminary outline of concepts from psychology, sociology, anthropology and other areas appropriate for inclusion in the curriculum and elaboration of these concepts into several levels of understanding. (Completed by March 30)
2. Periodically review with project staff the concepts included in several commercially prepared kits of behavioral science materials to determine what additional concepts need to be developed. (Completed by March 30)
3. Assist in revising, redefining, or restructuring concepts as the curriculum materials are field-tested in March, April, and May. (Completed by May 31)
4. Assist staff with the development of the research design. (Completed by May 31)
5. Assist staff in operationally defining behavioral objectives for children, parents, and teachers. (Completed by May 31)
6. Identify and/or develop instruments for the measurement of operationally defined behavioral objectives. (Completed by June 30)
7. Meet with staff, teachers and principals on three planning days in March, April, and May to present an overview of various classroom

PS 005110

management techniques will be used in the program. (Completed by May 31)

8. Assist staff in developing demonstrations of role playing behavior modification and other teaching techniques and assist in the evaluation of changes in teachers' attitudes during the summer workshop. (Completed by August 31)

9. Meet periodically with parent groups and assist in the evaluation of changes in parents' attitudes. (Continues throughout the program)

10. Working with the staff to relate the project to interests expressed by parents and community groups. (Continues throughout the program)

11. Assist in the interpretation of the project's results. (Continues throughout the program)

Following clarification of the consultants' role, the core of the consortium was reduced in size to include only the four members: Dr. John Wright, Director, Dr. Robert Saxe, Dr. Douglas Slavin, and Dr. Richard Lyles. These four consultants have become very involved with the project. The cooridnators' initial concern over the role of the consultants has been resolved and the coordinators express satisfaction with the consultants' direction and willingness to accept responsibility in the development of the project. The consultants have met with the project's teachers to discuss areas of adjustment and classroom management, have assisted in the development of the research design and evaluation techniques, and have reviewed with the coordinators the behavioral science concepts to be included in the curriculum. Presently the consultants are participating in revising, redefining, or restructuring concepts as the curriculum is field tested. Also the consultants have accepted major responsibility for conducting the summer workshop and will be meeting with the teachers on a daily basis.

Dr. John Wright, Director of the consortium, accepted a position with the Florida Division of Mental Health. He has returned to Atlanta on Fridays, approximately three Fridays per month, to spend the weekend working with the project's staff. He continued to provide the staff and consortium with the necessary direction. At present the staff, the consortium, and Dr. Wright appear to be satisfied with this consulting arrangement.

The budget for the project was revised for the past year, 1970-1971. Since the major thrust of the project for the first year was towards the development

of a behavioral science curriculum it was necessary to invest more than originally anticipated in professional materials, equipment, and travel to similar projects. Also because of the delay in obtaining staff, the funds designated in the original budget for June, July, and August, 1970, were not used. Changes in the budget were agreed upon by the granting agencies. These changes were very important since they allowed the staff to obtain equipment and materials to train the teachers and to improve the behavioral science curriculum. Also the continuation grant for the fiscal year 1971-1972 was submitted to the granting agency and approved. A total of $132,301 was approved for the second year; this balance included $39,182 in unobligated balance from the first year of the project. The unobligated balance of $39,182 was included in the second budget to hire two additional instructional aides for the classroom and a part time graduate assistant to aid in data collection. Also the funds were approved to provide additional workshop experiences for teachers, professional materials, and travel to professional workshops and meetings.

For the first year of the project, office space for the coordinators and secretary has been a problem. The coordinators and secretary were temporarily located at the Instructional Service Center, Atlanta Public Schools. Recently their offices have been relocated and now provide sufficient space and a much improved working atmosphere.

Process

A vast amount of energy and time has been invested in the development of the curriculum. Initially the consultants and coordinators identified the behavioral science concepts which are to be taught to the children. As the concepts were being developed an extensive amount of behavioral science material was being reviewed by the coordinators. After reviewing the materials, the coordinators outlined the behavioral science concepts and their corresponding materials (Appendix A). Presently the coordinators and teachers are developing the curriculum from this list of concepts and materials. Each curriculum lesson is being developed around a specific concept and includes behavioral objectives, instructional activities, and an evaluation of success in achieving the objective (Appendix B, examples of curriculum lessons).

In an effort to identify schools, which would best meet the needs of the H-S-C project, the area superintendents were asked to select schools in their area which would satisfy the following criteria:

CRITERIA FOR SELECTION OF SCHOOLS FOR HOME-SCHOOL-COMMUNITY PROJECT

1. A relatively stable pupil enrollment is desirable, so that the majority of those who start the program will be there two years later.

2. The school should not be involved with other special projects, since it would be possible to determine whether changes in pupils' attitudes and behavior result from this project or from other projects.

3. The staff of the school (principal, teachers, and supportive personnel) should be genuinely interested in contributing toward the development of a program for preventing emotional and behavioral disorders of children, and should be willing to work with innovative materials and creative techniques for developing concepts about human behavior from psychology, sociology and anthropology in a way that primary children can comprehend.

4. Four schools will be selected to participate: two upper socio-economic area schools and two lower socio-economic area schools. One school in each socio-economic area will serve as an experimental school, where the program will be introduced, and the other school will serve as a control for research purposes. This means that the same before and after evaluative measures will be applied to all four schools, in order to determine whether changes in pupils' attitudes and behavior are a result of this project or of the normal school process.

5. Schools selected to participate should agree to serve as either experimental or control schools, with the knowledge that both are equally important in the overall development of the project, and with the assurance that materials and procedures which are found to be effective as a result of this research will be implemented in the control schools at the earliest possible opportunity.

6. In each of the two experimental schools, two teachers at each grade level, K-3, should agree to implement the program in their classrooms beginning in September, 1971. These teachers should plan to attend a six weeks workshop in the summer of 1971 for the purpose of familiarizing themselves with the materials and methods of presentation. Principals in the two experimental schools should agree to attend a two weeks workshop.

7. Participating schools should have an enrollment of at least 50 at each grade level in the grades involved (K-3) so that there will be two sections of each grade level. This does not rule out schools using the ungraded primary or team teaching, however, as flexibility in implementation is desirable.

A list of nineteen schools was compiled, and information from each school was collected on enrollment, student mobility, number of teachers at each grade level (kindergarten through third grade), socio-economic level of the population served by the school, achievement indices, and subjective information on faculty interest in the H-S-C project. The coordinators met with the faculty of each of the nineteen schools to introduce the teachers to the H-S-C project and to discuss their willingness to participate in a summer workshop.

From the list of nineteen schools, two experimental schools (Rock Springs and Finch Elementaries) and 2 control schools (Garden Hills and Forrest Elementaries) were selected to participate in the H-S-C project. Of the four schools, two were judged to be in a high-middle socio-economic area and two were judged to be in a low socio-economic area. The two schools in each area (one experimental and one control school) were matched on the following variable: size, mobility, and achievement indicies. Project staff members have met with the teachers in all four schools to discuss in detail the Home-School-Community project and the teachers' role in the project. Teachers in the two experimental schools have participated in three full day meetings. During these meetings the teachers were given the opportunity to participate in the development of the curriculum as well as obtain a rationale for the teaching of the curriculum to children in the primary grades.

The summer workshop for teachers, beginning on June 21 and continuing through July 30, is designed to prepare teachers to teach the behavioral science curriculum. In addition to developing skills specific to teaching the behavioral science curriculum, the teachers will have an opportunity to learn about areas related to adjustment in the classroom such as group processes, family relations, and behavioral management -- instructional control. Members of the consortium will conduct mini-workshops in these related areas. In designing the workshop, the coordinators have outlined the general goals, the specific objectives, and the activities related to each objective; and the research assistant has outlined an evaluation plan. For details of the summer workshop refer to Appendix C.

In an effort to gather materials and ideas for development of the curriculum, the project's staff have attended the following professional meetings and workshops:

1. Self Enhancing Education Workshop in North Dakota.
2. Affective Education Conference in Chicago.
3. Southern Association for Children Under Six in Atlanta.
4. Dr. Sheldon Roer's behavioral science program in Quincy, Mass. and "The Living School," a venture into helping prevent youngsters from becoming "neurotic adults," in New York City.
5. Project Direct, a Title III behavioral science program, in Royston, Georgia.
6. Accountability workshop by Dr. Leon Lessinger with Atlanta Public Schools.

7. The Elementary Curriculum Revision Program in Atlanta Public Schools.

These meetings and workshops appear to have assisted the coordinators in developing the curriculum for students and the workshop for the teachers.

Diagnosis

A detailed plan for evaluating changes in the adjustment of the children involved in the Home-School-Community project has been completed (Appendix D). The evaluation plan describes the project's objectives and techniques to evaluate these objectives, the experimental design, the procedure of data collection and analyses, and the feedback process. The plan also lists areas of concern in respect to the evaluation process. In developing the evaluation plan a detailed inventory of instruments to measure the adjustment of children in kindergarten through the third grades was compiled. Nine instruments were selected and include self report measures of personality, self-concept, and causality; observational data on school and classroom behavior; and measures of academic performance. These instruments will measure changes in the children's adjustment over a two year period. Pre-test and post-test data will be collected during the first year to provide feedback to the coordinators, teachers, and principals as to the initial success of the project. Additional people will be hired to collect and help analyze the data on approximately 500 control subjects and 500 experimental subjects. A statistical program has been designed to analyze the data with the aid of the computer.

A plan has been designed to evaluate changes in the teachers' behavior and attitudes as a result of participating in the summer workshop and teaching the behavioral science curriculum (for details refer to Summer Workshop, Evaluation, Appendix C). The Minnesota Teacher Attitude Inventory has been administered to the teachers before they became involved with the H-S-C project. This Inventory will be readministered towards the end of the academic year 1971-1972. Attitude changes of experimental and control teachers will be compared to determine whether the attitudes of teachers involved with the project will have changed. Self-report data will be collected at the end of the workshop to evaluate the success of the workshop. Also project staff will observe and videotape the teaching of the behavioral science curriculum during the academic year 1971-1972. These observation and taping sessions will be followed by critique sessions between the coordinators and the teachers.

An evaluation plan of parents' behavior (parents of the children involved

in the H-S-C project) will not be developed until the parents' curriculum is developed. The projected date for the development of the parents' curriculum is in August, 1971. Attendance data should be collected at parent meetings. Also some measurement of parents involvement in school and community activities should be used; perhaps, a simple listing from each parent of community and school activities in which they are involved.

Communication

One of the initial objectives of the project's staff was to communicate the personnel of the Atlanta Public School System the goals and processes of the Home-School-Community Systems for Child Development (H-S-C). Mrs. Bohrer met with the Assistant Superintendents, Area Superintendents, and Principals to discuss the H-S-C project and request their cooperation in identifying project schools. The coordinators met with the faculties of nineteen schools to discuss the project and evaluate their willingness to participate in the project. Following meetings with the faculties, principals, and area superintendents, four schools were selected to participate in the project. The project staff have held three, full day meetings with the project teachers from the two experimental schools. These full day meetings provided the teachers with a better understanding of the project and an opportunity to clarify their role. Mrs. Bohrer and Mr. Kagey met with the teachers of the two control schools to discuss their role in the project.

Good communication among the consortium, the coordinators, and the research assistant appeared to enhance the cooperativeness of all those involved in the project. The consultants met with the project staff each Friday. Even after Dr. Wright accepted a position in Florida, he still returned to Atlanta to work with the project staff on Fridays and Saturdays. The consultants have been very willing to arrange their schedules to meet project standards. The research assistant and coordinators met on the average of two meetings per month to discuss and evaluate the progress of the project.

A Committee on Human Rights and Welfare has met and included the following people: Clara Hayley, Coordinator of Inservice Training; Doris Willingham, Coordinator of Instructional Material; Virginia Upson, Coordinator of School Social Services; and Hugh Moss, Director of Guidance and Testing. This committee agreed to meet periodically to review the experimental processes

and advise if changes are necessary to protect the rights and welfare of the subjects. A statement of compliance on the protection of the rights and welfare of human subjects was approved by the Institutional Relations Section of the National Institute of Mental Health. The committee will meet in July, 1971, to review the specific research design and evaluative instruments.

The Policy Advisory Board was developed to provide the project staff with an opportunity to meet with mental health professionals from the community and discuss the project's goals and processes. A valuable exchange of information and ideas occurred during the initial meeting in April, 1971. Also Mrs. Bohrer and Dr. Wright have communicated the project's goals and processes to mental health groups in the community. Mrs. Bohrer addressed the Georgia Association for Mental Health's quarterly Board meeting. At this meeting she provided the participants with a better understanding of the preventive approach to emotional and behavioral disorders. Dr. Wright has discussed with mental health professionals from Florida and Kentucky the role of the H-S-C project in mental health services.

The application for renewal of the H-S-C grant for 1971-1972 has been approved by the National Institute of Mental Health. A detailed evaluation plan for 1971-1972 and the teacher workshop plan for summer, 1971 has been completed. These two plans are included in the indicies of this annual report for 1970-1971.

Budgetary Considerations

The total grant award for year 1, June, 1970 - May, 1971, was $116,703. However, during the first year of the project, the total expenditures were only $48,032. The total grant award of $116,703 included $92,237 for salaries of personnel over a 15 month period; however, because of delay in staffing the project only a fraction of the $92,237 allotment was used. The granting agency, National Institute of Mental Health, has agreed to carry over $39,182 of the unobligated balance from year 1 into the second year of the project. Hence, the total budget for year 2 has been increased by $39,182 to $132,301.

The original budget total for year 1, $116,703, was based on the completion of a summer workshop for teachers in 1970 and initiation of the curriculum in the schools in September, 1970. Since there was a delay in beginning

of the project, more realistic goals were formulated along with a more realistic budget total of $48,032. The granting agency has been very helpful in adapting the grant award to meet the needs of the H-S-C project.

APPENDIX A

Outline of Behavioral Science Concepts and Corresponding Materials

A. Physical

1. Parts of body (Q K)
2. Individual likenesses (H.B. 1-1, $1\text{-}1_4$, $1\text{-}1_7$, $1\text{-}1_8$, $1\text{-}1_9$ - Q 1)
3. Individual differences (H.B $1\text{-}1_3$, $1\text{-}1_5$ - OJ K-4, OJ 2-7, OJ 3-4)
4. Uniqueness of Individual (H.B $1\text{-}1_6$, $3\text{-}1_3$ - Preschool Unit on Self S.R.A. - A - Q 1)
5. Body Awareness (Q 1)
6. Needs (OJ 3-1 - H. B 1-5)
7. Senses (Q 1 - S.R.A. - E, F, G, H)
8. Growth Patterns (H. B. $1\text{-}1_2$, $1\text{-}1_3$ - Q 1)
9. Non-verbal Communication - Follow Through - Ann Shaw
   Hall - The Silent Language

B. Intellectual

1. How Do We Learn
   a. Imitation of others (H. B. $1\text{-}3_1$, $1\text{-}3_2$, $1\text{-}3_3$, $1\text{-}3_4$, - S.R.A. - B 2-1, $2\text{-}1_4$, $2\text{-}1_5$)
   b. Memory
   c. Association
   d. Conditioning
      1. Habits (H. B. $2\text{-}1_2$, $2\text{-}1_4$, $2\text{-}1_5$, H.B. 3, H.B. $4\text{-}2_1$ - Q 2)
   e. Interaction (H. B. $1\text{-}3_1$, H. B. $1\text{-}3_4$, H. B. $1\text{-}3_5$)
   f. Insight (H. B. $4\text{-}2_3$)
   g. Trial & error (H. B. $4\text{-}2_2$)
2. Reality and Fantasy (Q 2) (OJ 1-1)
3. Problem Solving S.R.A. - M - OJ 1-7 - DUSO Introduction

C. Emotional

1. Feelings - DUSO Unit II (S.R.A. - C, - Q 2)
   Love - trust (OJ 2-4)
   Happiness (S.R.A. - C)
   Sadness (S.R.A.)
   Fear (S.R.A. - C - OJ K-1 - Q 1, Q 2)
   Anger (S.R.A. - C) (OJ 1-6)
   Anxiety

Inadequacy (OJ K-4) (OJ K-5) (OJ K-6) (OJ 1-3) (OJ 2-7) (OJ 2-8) (OJ 3-4) (OJ 2-8) (OJ 3-4)

Jealousy (OJ 1-8)

Rejection (S.R.A. - J) (OJ 2-8) (OJ 1-2) (OJ 1-4) (OJ 1-7)

2. Awareness of Competencies & Limitations - DUSO VI (S.R.A.-K, P, Q)(OJ 1-3)
3. Choice & Consequences - DUSO VIII (S.R.A - O) (OJ 2-4)
4. Acceptance of self - DUSO Unit I (S.R.A - L) (OJ 1-6, 2-7, 2-9. 3-1, OJ K1)
5. Independence - DUSO IV (OJ 1-9, OJ 2-10)
6. Goals & Purposeful behavior - DUSO V (Q-3)
7. Emotional Maturity - DUSO VII (Change)
8. Needs (H. B. 1-5)

D. Social: Self In relation to others

1. Social behavior is caused (S.R.A - R) (H. B. 2-1)
   a. Others have feelings (S.R.A - J) (OJ 2-5)
   b. What we do can cause others to have feelings towards us - DUSO Unit III
      1. Cooperation (S.R.A - H) (OJ 2-2) (OJ 2-3)
      2. Sharing (OJ K-2) (OJ 1-5) (Q 1)
      3. Scapegoating (Q 2)
      4. Stealing (OJ 3-3)
      5. Lying (OJ 3-3)
      6. Helping
      7. Listening
      8. Snap judgments (OJ K-3, 1-4)
      9. Promptness (OJ 1-1)
      10. Fighting (OJ 1-2)
      11. Bullying & Bragging (OJ 1-6)
      12. Daydreaming (OJ 3-2)
      13. Insecurity (OJ 3-4)
      14. Name calling (OJ 3-5)
      15. Aggressiveness (OJ 3-6)
      16. Tattling (OJ 1-2) (Q 1)
   c. Others have viewpoints (OJ 2-9) (OJ 2-6) (OJ 3-4)
   d. Group S.R.A. - I (Q 2)
      1. Composition (H. B. 2 - Intro., $2\text{-}3_5$, $2\text{-}3_8$, H. B. - $3\text{-}3_2$)

a. Family (H. B. $1\text{-}3_3$, $1\text{-}3_4$) (Q 1)
   1. Siblings (OJ K-7) (Q 1)
   2. One parent S.R.A. - J.
b. School
c. Community

2. Function (H. B. $2\text{-}3_1$, $2\text{-}3_3$, $2\text{-}3_7$, $2\text{-}3_9$, $2\text{-}3_{10}$)
3. Rules (H. B. 1-4) (H. B. 2-2) (H. B. $3\text{-}6_1$) (H. B. $4\text{-}6_1$)
4. Interaction (H. B. $1\text{-}3_5$) (H. B. $2\text{-}3_2$, $2\text{-}3_4$, $2\text{-}3_6$, $2\text{-}3_{11}$) (H. B. $3\text{-}3_1$, $3\text{-}3_3$) (H. B. $4\text{-}1_1$, $4\text{-}1_2$, $4\text{-}1_3$)
5. Leaders (Q 2)

e. Expectations: Self Fulfilling prophesy

(Basic Materials:

H. B.	-	Harcourt-Brace Social Sciences Series
Q	-	Quincy, Mass. Behavioral Science Program
OJ	-	Materials developed by Dr. Ralph Ojemann
S.R.A.	-	Focus on Self - Stage I, Awareness, Science Research Associates
DUSO	-	Developing an Understanding of Self and Others, by Dr. Don Dinkmeyer)

APPENDIX B

(Curriculum Lessons)

ACCEPTANCE OF SELF

OBJECTIVE 1: The learner will list qualities he likes and dislikes about himself.

Activities:

1. Have each child make a notebook from colored construction paper and put in it drawings or cut outs from magazines.

    a. Physical characteristics he likes about himself.

    b. Things which he can do which make him happy with himself.

2. Make bar graphs of activities so that a child can add him name to it when he can do a task. Suggested:

    Level 1
    - Skip
    - Paint
    - Read Name

    Level 2
    - Skip
    - Read names of other children in room
    - Write name
    - Jump rope

3. Look at and discuss filmstrip, Who Am I?

4. Song, "Oh Me, Oh My", DUSO, Page 40.

5. Books, Is This You, Ruth Krauss
   Just Me, Ruth Krauss

Evaluation:

1. Ask each child to:

   a. Tell the teacher what he likes and dislikes about himself.

   b. Write in a paragraph or list things he likes and does not like about himself.

   c. Tell a small group of five or fewer children as a sharing communication experience what he likes, does not like about himself.

HAPPINESS, SADNESS, FEAR, ANGER

Concepts:

1. Happiness, sadness, fear, anger, everyone has a variety of feelings and they are similar to the feelings of other people.

2. Situations precipitate feelings.

Objectives:

1. The learner will name the emotions of fear, happiness, anger, and sadness when shown a set of pictures depicting these emotions.

2. The learner will be able to describe how characters in a story feel.

3. The learner will be able to tell how he feels in various situations which are selected by the teacher. These situations will include a variety of emotions.

ACTIVITIES

OBJECTIVE 1: The learner will name the emotions of fear, happiness, anger and sadness when shown a set of pictures depicting these emotions.

1. View film strip: Circle of Feelings

   SRA Unit C, The Emotional Self
   Procedure: Follow as outlined, Page 34-37

   NOTE: Activities preceded by an asterisk are recommended for more mature groups.

   Read and Discuss: I Have Feelings, Terry Berger

2. Show filmstrip: Who's Afraid
   Discuss film using teacher's guide

3. Read: Flopsie Is Afraid
   DUSO, Unit II, Cycle C, Page 58
   Use Role playing activity, puppet activity and supplementary activities as outlined

4. Show and discuss photo boards
   SRA 22, 23, 24, 25, 29, 33

   Have children draw pictures that express various emotions.

5. Filmstrip, You Got Mad Are You Glad?
   Follow as outlined in teacher's guide

6. Read: Fear, The Storm, DUSO, Page 141
   Tina Isn't Afraid, DUSO, Page 144

7. Make a feeling work dictionary.

OBJECTIVE 2: The learner will be able to describe how characters in a story feel.

1. Read: The Broken Crayon
   Ojemann, Grade 1, Page 99, 1961 edition
   Follow procedure as outlined

2. Read: Watch Out Timothy
   Ojemann, Book 1, Page 23
   Follow procedure as outlined

OBJECTIVE 3: The learner will be able to tell how he feels in various situations which are selected by the teacher. These situations will include a variety of emotions.

1. Read: Where The Wild Things Are, Maurice Sendak
   Draw or paint pictures of wild things

2. Take pictures of pupils expressing various feelings

   Take pictures of pupils who were actually angry, happy, sad, or afraid and discuss pictures.

3. Play music that expresses various emotions, discuss.

   Have children pantomine different emotions and allow other children to guess what emotion he is expressing.

Evaluation:

Objective 1

Show the children a set of ten pictures and have them identify the emotions of fear, anger, happiness, sadness.

Objective 2

Read a story such as: "New Boy At School", DUSO Unit II, Cycle D, Page 61. Have learner choose a character from the story, tell how he feels and role play the character's feeling.

Objective 3

The learner will be able to tell how he feels in at least two situations selected by the teacher. Suggested situations: Role playing activity 11-D Shy Robin, DUSO, Page 62, Puppet activity, What Should I Do?

Play music that expresses various emotions and have learner identify three emotions that the music is expressing.

Materials:

DUSO Kit

Focus on Self Development

Ojemann - Book 1

Moods and Emotions

Filmstrips: Circle of Feelings, Who's Afraid

Crayons, construction paper, paints, scissors, paper plates, pencils.

APPENDIX C

SUMMER WORKSHOP

Home-School-Community Systems for Child Development

INTRODUCTION

The purpose of the summer workshop is to prepare teachers to teach the behavioral science curriculum which is being developed by the Home-School-Community (H-S-C) project. Kindergarten, first, second and third grade teachers from the two experimental schools, Rock Springs and Finch Elementary Schools, will participate in the workshop. A total of 15 teachers and 2 principals will be included in the workshop. The workshop will begin on June 21, 1971 and continue through July 30, 1971.

The curriculum for the workshop will consist of nine instructional "packages" (refer to following pages). Several of the "packages" will be individualized to encourage the teachers to progress at their own rate. Other "packages" will be group activities which will require the participation of all the teachers. Packages 7, 8, and 9 will be developed and conducted by members of the consortium. Also packages 5 and 6 will be optional. A specific description of each package will be included in the following pages.

G O A L S

1. The teachers will develop an attitude of acceptance toward all the children in their rooms.

2. The teachers will understand and appreciate the basic concepts of the program and help the children internalize them.

3. The teachers will learn to guide interactions of individuals in groups by developing the communication skills of reflective listening, congruent sending, and activating the problem solving process.

4. The teachers will understand that behavior is caused and is a function of its consequences and will develop constructive techniques for working with their pupils based on that knowledge.

   A. Teachers will realize that how they perceive a child will influence their actions toward the child and thus affect the child's self concept.
   B. Teachers will recognize that the expectations they have toward a child's behavior will often be fulfilled because of their actions toward the child.
   C. Teachers will develop skills in behavior modification.

5. Participants will become involved in planning and carrying out learning activities and experiences appropriate to their won particular needs, after examining the learning activity packets.

6. The teachers will experience the same open climate conducive to acceptance and learning which they can create in their classrooms.

7. Teachers will be able to establish their own goals for personal growth which, if they are able to internalize, will help them in their relationships with children, parents, and co-workers.

OBJECTIVES AND PACKAGES FOR TEACHERS

1. Each teacher will define and write up activities, materials and evaluations for three concept areas within the curriculum.

   PACKAGE 1

   Each teacher will choose three concepts to develop into units. She will identify activities, materials and write evaluations. The concept statements and performance objectives will be provided for the teachers as a basis from which to work. The staff will work with the teachers.

2. Each teacher will examine and become familiar with the materials purchased for the program.

   PACKAGE 2

   The teachers will read and examine the materials purchased for the project and will incorporate these materials appropriately into their units.

3. Each teacher will teach at least one lesson using the unit she has developed and have the opportunity to be videotaped or write out a self-evaluation.

PACKAGE 3

The teacher will teach a lesson from the unit she has developed; have the opportunity to be videotaped, critique herself, and reteach the lesson with a different group of children or write a self evaluation.

4. Each teacher will demonstrate techniques of reflective listening, congruent sending, and be able to activate the problem solving process within the group of teachers.

PACKAGE 4

Each teacher will work with the total group and in small groups to develop the communication skills of reflective listening, congruent sending, and will demonstrate by role playing the ability to activate the problem solving process.

5. The teacher will read books and articles and listen to tapes by psychologists concerning affective education.

PACKAGE 5 (Optional)

The teacher will have the opportunity to listen to at least two tapes and to read three books and articles which relate to and give background for the project.

6. Teachers will have the opportunity to make materials to aid them in individualizing instruction.

PACKAGE 6 (Optional)

After working four hours with Donna Baker, each teacher who participates will have made four or five Follow Through Games.

7. The teachers will work with Dr. Robert Saxe to develop competencies in working with parents.

PACKAGE 7

After working twelve hours with Dr. Robert Saxe, the teachers will demonstrate by role playing the ability to:

1. Conduct a parent conference.
2. Lead a discussion with parent groups.
3. Relate to parents in time of crisis.
4. Involve parents in school projects.
5. Teach family concepts to children.

8. The teachers will work with Dr. Richard Lyles to develop self awareness.

PACKAGE 8

After working with Dr. Richard Lyles for twelve hours, the teachers will demonstrate the ability to recognize and own their feelings and then to be aware of the thoughts and beliefs which accompany the identified feelings.

9. The teachers will participate in group experiences with Dr. Douglas Slavin and Roxilu Bohrer to demonstrate communication skills and behavior modification.

PACKAGE 9

After working twenty-two hours with Dr. Douglas Slavin and Roxilu Bohrer, the teachers will demonstrate:

A. The ability to listen reflectively, send congruent messages and activate the problem solving process by means of role playing and written responses to typical classroom situations.

B. An intellectual understanding of behavior modification and how to set up a system of rewarding positive behavior as evidenced by a sentence completion form.

EVALUATION

The evaluation of the workshop will have several forms, but the greatest emphasis will be placed on "self evaluation." The instrument for self evaluation will be the Goal Attainment Follow-up Guide (refer to the attached copy). At the beginning of the workshop, each teacher will develop one or more behavioral objective for each instructional package. She will list the possible results for each objective from most unfavorable (scale value of -2) to best anticipated results (scale value of +2). At the end of the workshop each teacher will receive a score for each objective based on her success in accomplishing the objective. The average score of all the objectives for a particular teacher will provide a score for that teacher. The average score for a teacher will range from -2, most unfavorable outcome, to +2, best anticipated success, with 0 denoting the <u>expected</u> outcome. The objectives will be formulated by the teachers and reviewed by a member of the staff and the teacher. Copies of the Guide with the teacher behavioral objectives will be kept by Mrs. Bohrer and the teacher. At the completion of the workshop, each teacher will check her level of success for each objective. The teacher's success, scores on specific objectives and individual averages, will be reviewed by the teacher and a member of the staff. This procedure will help to evaluate the success of the workshop and, perhaps more important, indicate areas where a teacher may need more preparation.

Each teacher will critique herself on her ability to teach the behavioral science curriculum. The teachers will teach at least one lesson and have the opportunity to be videotaped. Upon reviewing the videotape, the teacher will write out a self-evaluation denoting her strong and weak points. She will have the opportunity to re-teach the lesson with a different group of children or teach a similar lesson to the same group.

At the mid-point of the workshop, July 9th, the teachers will be requested to list anonymous comments concerning the workshop. The comments will be of the following form: "I would like to have more ...." and "I would like to have less ...." Each comment will concern some specific aspect of the workshop such as group activities, feedback, etc.

Upon completion of the workshop, the teachers will be asked to rate on a Program Comment Sheet the following aspects of the workshop: general meeting

objectives, subject matter, reaction to the workshop as a whole, and methods of instruction (refer to attached copy of Program Comment Sheet). Group data will be analyzed in the form of frequencies as opposed to individual data.

Follow-up information will be collected on the effect of the workshop during the academic year, September, 1971 to June, 1972. Project staff will observe and videotape the teaching of the behavioral science curriculum. These observation and taping sessions will be followed by critique sessions between project coordinators and teachers. Frequent individual and group sessions will be held. Data on the average time each teacher spends teaching the curriculum as well as written comments from each teacher on the effectiveness of the workshop will be collected. Teachers' comments will be used as a subjective evaluation of the workshop and as a guide in developing future workshops. Also the Minnesota Teacher Attitude Inventory (MTAI) will be used to measure changes in teachers' attitude resulting from the workshop training and experience in teaching the behavioral science curriculum. The MTAI was administered to control and experimental teachers in April, 1971, prior to involvement with the Home-School-Community project. It will be readministered towards the end of the academic year 1971-1972 to the same group of teachers. Attitude changes of experimental and control teachers will be compared to determine whether the attitudes of teachers involved with the project will have changed.

WORKSHOP COMMENT SHEET

A. Meeting Objectives

1. Please rate the attendance objectives, as listed below, according to their importance to you, using the following ratings: A = of great importance; B = of some importance; C = of little importance; D = of no importance.

2. Then indicate at the right the extent to which your objectives were achieved by placing an 'x' in the appropriate column.

Objective	Importance Rating	Extent Achieved: Very much so	To some extent	Not at all
Learn new ideas	_____	____	____	____
Exchange information and ideas	_____	____	____	____
Become acquainted with the subject	_____	____	____	____
Help me perform my work more effectively	_____	____	____	____
Broaden my contacts in the field	_____	____	____	____
Obtain an up-dating of the subject	_____	____	____	____
Solve a job-related problem	_____	____	____	____
Continue my development and education	_____	____	____	____
Other: _____				
_____				

B. Subject Matter

1. Please indicate your reaction to the aspects of the subject matter listed below by placing an 'x' in the appropriate column.

The subject matter:	Yes	To some extent	No
a. was well-balanced between theory and fact	____	____	____
b. provided new information	____	____	____
c. was too general for my purposes	____	____	____
d. was too complex	____	____	____
e. provided specific ideas	____	____	____
f. was valuable for practical application	____	____	____
g. was too theoretical	____	____	____
h. was on too elementary a level	____	____	____
i. was pertinent to my needs and interests	____	____	____
j. gave me ideas that will help me perform my job more effectively	____	____	____

C. Methods of Instruction

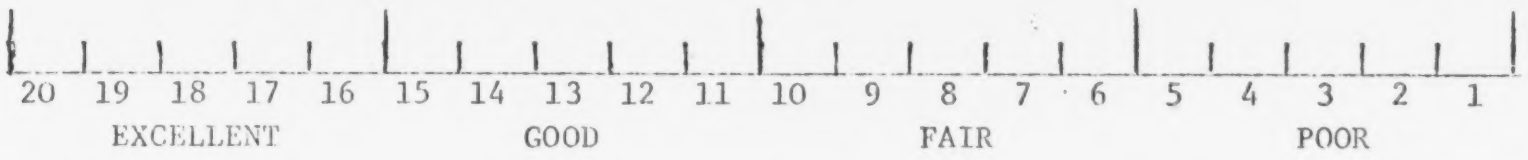
1. Please check the degree of effectiveness of the instructional methods used at this meeting and then indicate at the right what proportion of time should be devoted to each.

	Very effective	Somewhat effective	Not effective	% Time
a. Writing activity packages -- curriculum development	_____	_____	_____	_____
b. Individualization	_____	_____	_____	_____
c. Conference with staff (discussion, critique, etc.)	_____	_____	_____	_____
d. Consultants sessions	_____	_____	_____	_____
				100%

Answer the next questions only if applicable.

2. With respect to the consultants' sessions, how satisfied were you with:	Very satisfied	Somewhat satisfied	Not satisfied
a. Leadership of the session	_____	_____	_____
b. Subject matter of the session	_____	_____	_____
c. Quality of the discussions	_____	_____	_____
d. Extent of your own participation	_____	_____	_____

D. PLEASE RECORD YOUR OVERALL REACTION TO THE WORKSHOP BY PLACING AN 'X' AT THE APPROPRIATE POINT ON THE SCALE.



E. COMMENTS

_____

_____

_____

_____

_____

_____

GOAL ATTAINMENT FOLLOW-UP GUIDE

Scale Attainment Levels	INDIVIDUAL OBJECTIVES	
	Objective 1 Package ___	Objective 2 Package ___
most unfavorable outcome thought likely (-2)	Zero concept areas developed	No teaching
less than expected success (-1)	2 concept areas completely developed or 3 partially	Teach one or several lessons - NO videotape, et
expected level of success (0)	Develop activities, materials and evaluations for 3 concept areas.	Teach a lesson, videotape, critique or re-teach
more than expected success (+1)	Greater than 3 concept areas developed.	Teach several lessons, video-tape and review.
best anticipated anticipated success (+2)	3 or greater concept areas developed and tested	Teach several lessons, video-tape, critique, and re-teach.

GOAL ATTAINMENT FOLLOW-UP GUIDE

Scale Attainment Levels	INDIVIDUAL OBJECTIVES	
	Objective 3 Package ___	Objective ___ Package ___
most unfavorable outcome thought likely (-2)	No written identification of feelings and accompanying thoughts and beliefs.	
less than expected success (-1)		
expected level of success (0)	FEELING BAD Pinpoint an activating event, describe consequences and write down what you were saying to yourself.	
more than expected success (+1)		
best anticipated anticipated success (+2)	Keep diary on activating events, consequences, and irrational ideas for 1 week.	

APPENDIX D

(Evaluation Plan)

Evaluation Plan for the Home-School-Community Project

Objectives and Evaluation Techniques

The general goal of the Home-School-Community (H-S-C) project is to enhance the adjustment of children in kindergarten through the third grade. In the following discussion, specific objectives regarding adjustment will be defined along with techniques to measure these objectives.

The following self report techniques will be administered to children in the experimental and control schools:

1. Children in the experimental schools will evidence positive change in general, social, and personal adjustment as measured by the primary form of the California Test of Personality (Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs). Personal adjustment consists of scores on the following sub-categories: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment consists of scores on the following sub-categories: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations.

   The test will be administered to children in kindergarten, first, second and third grades in September, 1971, (pre-test) and in May, 1972 (post-test).

2. Students in the experimental group will evidence positive change in self-concept by their scores on the Self Appraisal Inventory (Instructional Objectives Exchange). Scores dealing with self-concept along the following dimensions will be obtained: general, family, peer, and scholastic.

   The inventory will be administered to children in kindergarten, first, second and third grades in September, 1971 (pre-test) and in May, 1972 (post-test).

3. Students in the experimental schools will display positive changes in causal thinking as measured by the Knowledge of Social Caulsality (Ralph H. Ojemann). Causal thinking is defined as an understanding of the factors underlying or causing behavior. "Causal" is roughly

synonymous with the following terms: "dynamic," "motivational," and "analytical."

The test will be administered to children in the third grades in September, 1971 (pre-test) and in May, 1972 (post-test).

Observational data on adjustment in the classroom will be recorded for children in the experimental and control schools. The following techniques will be used to collect the behavioral data.

4. Students in the experimental schools will display positive change in the following behaviors as measured by the Behavior Classification Project (Ralph M. Dreger):

   a. appreciative, concerned, obedient social orientation vs. unappreciative, aggressive disobedience.
   b. intellectual and scholastic retardation vs. alert socialized scholastic achievement.
   c. disobedient, sullen, hyperactive aggressiveness
   d. fearful, desurgent seclusiveness vs. sociableness

   The Behavior Classification Project is a behavior checklist and will be completed by teachers and parents in September, 1971, and May, 1972.

5. Students in the experimental schools will evidence positive change in classroom and school behaviors as indicated by their report cards, Pupil Progress Report. The reports will be distributed in December, March, and June and will provide information on pupils' absenteeism, tardiness, conduct (using self control, following directions, etc.), and achievement.

6. Students in the experimental schools will display fewer disruptive behaviors (out-of-seat, talking out, etc.) as measured by observation and recording of ongoing behaviors in the classroom. A system developed by Wesley Becker will be used to record behaviors incompatible with learning such as gross motor behaviors, vocal noises and disturbing others. At present a schedule for classroom observations has not been devised.

7. When given the opportunity to display classwork, students will give evidence of positive self concepts by volitionally posting their work (Work Posting, Instructional Objectives Exchange). This measure is based on the assumption that students with a positive self concept will want to display their work, and a student with a negative self concept will not wish to expose his work to possible criticism. Children will be given the opportunity to display their work once each week for a three week period in October, January, and April. The percentage of participants will be compared between experimental and control classes.

8. There will be fewer pupil referrals for emotional-behavioral problems in the experimental schools. A record will be kept on the frequency of referrals made by the teacher to the principal, school counselor and professionals in the community. The record will be kept continuously by completing a brief form each time a child is referred (Record of Request for Outside Help).

Based on the assumption that adjustment and academic success are highly correlated, children's achievement in the experimental and control schools will be compared.

9. Children in the experimental school will display significantly greater academic achievement as measured by the Metropolitan Achievement Tests. This test will be administered at the beginning and end of the academic year.

Experimental and Control Schools

Four schools have been selected to participate in the H-S-C project. On experimental school (Rock Springs Elementary) and its matching control school (Garden Hills Elementary) will be located in an upper-middle socio-economic area, and a second experimental school (Finch Elementary) and its matching control school (Forrest Elementary) will be located in a low socio-economic area. The two schools in each area were matched on the following variables: size, mobility, achievement index, and racial composition. However, the schools in the different socio-economic areas do not match on the preceding variables; hence, comparisons on the techniques described earlier should be restricted to the schools in the same socio-economic area.

The following is a diagram of the approximate number of students which will be involved in the project. The number of students is based on enrollment figures for 1970-1971. There will be a minimum of two classes at each grade level (kindergarten through third) in the four schools.

Diagram of Pupils, Grades and Comparisons

Experimental School - Rock Springs
(Upper-Middle Socio-economic area)

Grades

K_1, K_2	$1st_a$, $1st_b$, $1st_c$	$2nd_a$, $2nd_b$, $2nd_c$	$3rd_a$, $3rd_b$
(35 pupils)	(63 pupils)	(69 pupils)	(48 pupils)

Comparisons

1. $K_1 + K_2$ vs. $K_3 + K_4$
2. $1st_a + 1st_b + 1st_c$ vs. $1st_d + 1st_e$

Control School - Garden Hills
(Upper-Middle Socio-economic area)

Grades

K_3, K_4	$1st_d$, $1st_e$	$2nd_d$, $2nd_e$	$3rd_c$, $3rd_d$
(35 pupils)	(62 pupils)	(54 pupils)	(54 pupils)

3. $2nd_a + 2nd_b + 2nd_c$ vs. $2nd_d + 2nd_e$
4. $3rd_a + 3rd_b$ vs. $3rd_c + 3rd_d$

Experimental School - Finch
(Low Socio-economic area)

Grades

K_1, K_2	$1st_a$, $1st_b$	$2nd_a$, $2nd_b$	$3rd_a$, $3rd_b$, $3rd_c$
(28 pupils)	(55 pupils)	(51 pupils)	(81 pupils)

Comparisons

1. $K_1 + K_2$ vs. $K_3 + K_4$
2. $1st_a + 1st_b$ vs. $1st_c + 1st_d$

Control School - Forrest
(Low Socio-economic area)

Grades

K_3, K_4	$1st_c$, $1st_d$	$2nd_c$, $2nd_d$, $2nd_e$	$3rd_d$, $3rd_e$, $3rd_f$
(38 pupils)	(63 pupils)	(78 pupils)	(71 pupils)

3. $2nd_a + 2nd_b$ vs. $2nd_c + 2nd_d + 2nd_e$
4. $3rd_a + 3rd_b + 3rd_c$ vs. $3rd_d + 3rd_e + 3rd_f$

Data Collection

The research assistant will have administrative responsibility for collecting the data. Assisting in the mechanics of the data collection will be a graduate assistant, a statistician, four instructional aides(one aide in each school) and four testers (graduate students from a local university or students from Urban Corps). During the second week in school, testing will be done in one of the experimental schools and its matching control school. Two of the testers will be assigned to the experimental school and two will be assigned to the control school. The testers will be responsible for administering the following instruments: California Test of Personality, Self Appraisal Inventory, and Knowledge of Social Causality. The research assistant will be responsible for the data collection in one of the two schools and the graduate assistant in the other school. The research assistant and the graduate assistant will serve as liaison between the teachers and testers. They will schedule the testing sessions to fit into the teachers schedules, reserve testing rooms when necessary, collect names of students who are absent, and be available to answer questions and insure a standard testing procedure is followed. During the third week of school the above procedure will be repeated in the other experimental school and its matching control school. Upon completion of the initial testing, make-up tests will be given in each school if a sufficient number of students were absent during the first administration. At the kindergarten and first grade levels, the test groups should not exceed 10 students, and the instructional aide should help monitor the testing.

The classroom teacher will be responsible for the completion of Behavioral Classification Project (BCP) checklists and the referral records. The BCP should be completed for each child during the last week in September, after the teacher has become more familiar with each student's behavior. The graduate assistant and the research assistant will be responsible for collecting the BCP in their respective school and answering any questions the teachers might have. The instructional aide will collect copies of the referral record (Record of Request for Outside Help) from the teachers at the end of each week during the year.

The teacher will also initiate the Work Posting technique, and the instructional aide will record the names of students who participate. In regard to the Work Posting technique, work will be displayed in three different subject areas, one subject area each week. For example, the children will display math work the first week, art work the second week, and writing work the third week.

The three subjects being displayed must be consistent in the experimental and control schools. The teachers and instructional aids should not reward the work being displayed by commenting on it.

The Metropolitan Achievement Test (MAT) and the Pupil Progress Reports (PPR) will be administered as part of the Atlanta School's evaluation program and not solely for the H-S-C project. Hence, the H-S-C staff will not be directly responsible for the administration of the MAT and PPR. The graduate assistant, statistician, and instructional aides will collect data on each student from the schools' copy of the PPR. The results of the MAT will be gotten from the Instructional Center by the statistician.

Data will be obtained on students' behavior by actually observing and recording behaviors in the classrooms. The research assistant will train the instructional aides and the graduate assistant in recording behaviors. The instructional aide will be responsible for recording behaviors at random intervals, and the graduate assistant will serve as a reliability check on the aides' recordings.

Analyses of Data

Since data will be collected on approximately 1,000 children it will be necessary to contract services for scoring the following instruments: California Test of Personality, Self Appraisal Inventory, Knowledge of Social Causality, and the Behavioral Classification Project. Consultant funds will be used to contract the services of students to score the preceding tests (Reference for personnel: Atlanta Urban Corps, 30 Courtland Street and Georgia State and Emory Universities).

The research assistant, graduate assistant, statistician, and instructional aides will recordthe data from the following evaluation techniques so that it might be analyzed: Observation of Classroom Behaviors, Pupil Progress Reports, Record of Request for Outside Help, and Work Posting. Scores on the Metropolitan Achievement Tests will be obtained from the city-wide testing program.

A pre- post-test design will be used to analyze the data. The most appropriate statistic for determining if there is a significant difference between the post-test scores of the experimental group and the control group appears to be an analysis of covariance in which the covariant is the pre-test score. The analysis of covariance will adjust for differences in pre-test scores which might differentially affect the post-test scores of the experimental group or

the control group (Reference: George W. Snedecor and William C. Cochran, Statistical Methods, page 419). Periodic t-tests will be used to compare data between experimental and control groups on Classroom Behaviors and pupil referrals. Correlation matricies for each grade level on pre-test scores and post-test scores will be formulated. These matricies will clarify the relationships among the measures of adjustment.

Feedback

The research assistant will be responsible for providing feedback to the coordinators, teachers, and principals as to the success of the project. Continuous information on classroom behaviors and pupil referrals will provide information as to the progress of the project. Data will be collected at different times (refer to Evaluation Schedule) and will provide information in December, January, March, April, May and June as to the success of the project. The post-test data will be analyzed by the research assistant and statistician, and reports will be circulated to all persons involved in the Home-School-Community project. Test results during the year will be expected to be superior for the experimental group (adjusted mean scores, analysis of covariance); however, the results may not be statistically significant until after the first year of the project. Hence, in early feedback reports the emphasis will be placed on direction of change (positive vs. negative) as opposed to statistical significance.

Major Concerns

1. Hawthorne Effect -- Will the novelty of the project and the excitement and eagerness of the teachers be the major variable responsible for changes on the evaluative measures? How can we control the Hawthorne Effect? It is important to recognize that the project will be evaluated for a two year period over which the Hawthorne Effect should have disappeared. Initial evaluations might include the Hawthorne Effect; however, the Hawthorne effect should be non-existent by the end of the second year.

2. In evaluating the Home-School-Community project, the effectiveness of a "Program" is being analyzed. This program, is not simply the behavioral science curriculum for children. Along with the curriculum, the "Program" includes sessions with the parents, consultant services by professionals, workshop with the teachers, and other services to the experimental schools which are not available to the control schools.

Hence, the results of the project are due to the interaction of several factors and are not due to one specific factor, the behavioral science curriculum. It is important to recognize that to duplicate the results of the project, the entire "Program" may have to be duplicated. If the entire "Program" is effective, future research will be needed to clarify the role of each part of the "Program" such as the behavioral science curriculum.

3. Evaluation 1972-1973 -- Evaluative instruments during the second year should be consistent with those used in the first year. This consistency will make possible an analysis of pupils' changes in adjustment over a two year period. Children participating in the program for two years can be compared with those who were in the control schools for two years. Also in the second year a comparison can be made between children involved in the program for one year and those in the program for two years. It will be unnecessary for pre-tests to be administered during the second year. The post-tests for 1971-1972 can be used as the pre-tests for the second year.

EVALUATION SCHEDULE

	Calif. Test of Personality	Self Appraisal Inventory	Know. of Social Causality	Behavioral Class Project (Checklist) Completed by Teachers and Parents	Report Cards (Attend. Conduct etc.)	Observat. of Class Behavior	Work Posting	Record for Outside Help	Metro. Achiev. Test
Kindergarten	Sept., 1971 May, 1972	Sept., 1971 May, 1972		Sept., 1971 May, 1972	Dec., 1971 March, 1972 June, 1972	Ongoing	Oct., 1971 Jan., 1972 April, 1972	Ongoing	
First Grade	"	"	"	"	"	"	"	"	Sept., 1971 April, 1972
Second Grade	"	"	"	"	"	"	"	"	"
Third Grade	"	"	Sept., '71 May, 1972	"	"	"	"	"	"

1t
5/21/71